

**GUIDELINES FOR ACADEMIC PAPERS
AND RESEARCH PROJECTS**

SCHOOL OF EDUCATION AND COUNSELING

COLLEGE FOR PROFESSIONAL STUDIES

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INTRODUCTION

This manual, the *Guidelines for Academic Papers and Research Projects* (2008), is made available to all graduate education students in the School of Education and Counseling (SEC) as they enter the program. Our rationale is that students will better learn the required style and format for academic writing if they have the opportunity to practice the use of these skills throughout the coursework that leads to the Research Project. Students are asked to acquire the habit of referring often to the *Guidelines* and make every effort to use the correct style and format in all academic papers submitted throughout the program. Faithful adherence to this practice should facilitate an easier transition to the writing requirements for the Research Proposal Development course and the Research Project later in the program. The faculty do not expect all students to come into the program with polished academic writing skills. They do expect that, during the time you are with us, you will make a concerted effort to advance those skills.

Many of the sections in this 2008 edition of the *Guidelines for Academic Papers and Research Projects* are unchanged from the 2006 edition. However, the authors have continued to identify, and included in this new edition, additions/modifications designed to provide support for correcting the most common error types seen on student papers and clarify areas of confusion concerning processes surrounding the preparation, completion, and final approval of the Research Project. Dayton Memorial Library (DML) no longer stores bound hard copies of completed Research Projects, and the authors have provided finishing instructions for students whose projects are approved for electronic storage at DML. There is a link on the SEC website to DML so students can review these electronically stored projects. See the link to completed Research Projects under the Academic Resources section of the website.

The requirements prescribed in the *Guidelines* (2008) are based upon the standardized guidelines developed by members of the editorial staff of the American Psychological Association (APA). Detailed examples and directions are found in the *Publication Manual of the American Psychological Association* (5th ed.; 2001).

Editorial Note. In this seventh edition of the *Guidelines for Academic Papers and Research Project* (2008), APA style and format rules are used. Note the several exceptions:

1. bold is used for instructional purposes only. It cannot be used in APA;
2. although third person is used in APA/formal writing format, second person pronouns are used in this publication to make it more user friendly;
3. single spacing was used throughout this manual to conserve paper; and
4. when a file is converted to .pdf format, the text is shrunk by approximately one character.

Edited and compiled by S. D. Sweet and G. Upton, October, 2008.

STYLE AND FORMAT REQUIREMENTS FOR ACADEMIC PAPERS AND RESEARCH PROJECTS

This SEC manual, the *Guidelines for Academic Papers and Research Projects* (2008), provides only general orienting guidelines for the writing of academic papers and Research Projects within this graduate program. For more technical questions of style, the student is expected to refer to the APA (2001) *Publication Manual*. The APA manual is widely used in current scholarly publications (e.g., education, psychology, and social sciences) and provides guidelines for making your written presentation most effective.

Important Note. Where variations exist between the directions found in the APA (2001) *Publication Manual* and the directions provided in the TEC *Guidelines* (2008), please follow our *Guidelines*.

Specific Style Requirements for TEC Students

When the APA (2001) *Publication Manual* is used, one must remember that the primary focus of the fifth edition is to provide direction for those persons who wish to prepare and submit manuscripts for consideration for publication. Therefore, some of the information is not applicable (e.g., running heads) to a finished product such as an academic paper, research project, thesis, or dissertation (see APA, p. 321). The SEC faculty have chosen to emphasize several specific style areas with which students should comply in their writing of academic papers and the Research Project. These style areas are described in the following sections.

Tense

When you refer to material that has been published, you use past tense. However, when you refer to a theory or an instrument, both are considered as ongoing and in current use; therefore, use present tense. For the proposal, until it is approved, and the project is completed, you use future tense (e.g., The purpose of this Research Project will be to. . .). Before you submit the final draft of your completed Research Project, you will change future tense to past tense.

Use of Contractions, Person, Anthropomorphisms, and Numbers

Contractions

In formal academic writing, you may not use contractions such as aren't, weren't, and the like. Spell out each word: are not, were not, and so forth.

Third Person

For most types of papers you will write in this program, in order to provide a sense of objectivity, it is preferable that you use third person as you construct your sentences. You should minimize your use of personal pronouns (e.g., I, my, we, etc.); instead, substitute an appropriate noun. If you want to express a personal opinion, use phrases such as “In this author’s opinion,” or “It seems clear that this may not be true.”

An exception to this rule applies to qualitative research designs, where researchers are actually encouraged to use a first person perspective in their writing. Please consult with your Instructor/Faculty Advisor if you will be writing in a qualitative research format.

Anthropomorphisms

“Do not attribute human characteristics to nonhuman animals or to inanimate sources” (APA, 2001, p. 38). An inanimate noun cannot be a subject nor be possessive. Shown below are several examples.

1. *Anthropomorphism:* The community program was persuaded to allow five of the observers to become tutors.
 Solution: The staff for the community program was persuaded to allow five of the observers to become tutors.
2. *Anthropomorphism:* The National Education Association (NEA) feels that school reform is inappropriate.
 Solution: Officials of the National Education Association (NEA) feel that school reform is inappropriate.
3. *Anthropomorphism:* The paper’s focus will be on the relevant literature for this topic.
 Solution: This author will present a review of the relevant literature for this topic. **OR** Presented in this paper is the relevant literature for this topic.

Numbers

There are several rules that apply to the use of numbers:

1. for nine and below, spell the number;
2. for 10 and above, use the arabic number;
3. in a paragraph where there are numbers above and below 10, use all arabic numbers. For example, “The sample size was 34, and 8 were female;”
4. for time, always use arabic numbers. For example, “All of the participants were 8 years old;” and
5. for distance, always use arabic numbers. For example, “The width was 5 feet, 6 inches.”

APA Heading Levels

The APA heading levels should be utilized as an organizational tool in the writing of both academic papers and the Research Project. All five heading levels were used in this manual. Note the following explanation.

Level 1 **CENTERED UPPERCASE HEADING**
[e.g., title of academic paper, chapter, or heading for reference list]

Level 2 **Centered Uppercase and Lowercase Heading**
[e.g., first major topic or introduction]

Level 3 *Centered, Italicized, Uppercase and Lowercase Heading*
[e.g., first subtopic or major topic]

Flush Left, Italicized, Uppercase and Lowercase **Level 4**
[e.g., first sub/subtopic or first subtopic]

Indented, italicized, lowercase with period. [The paragraph runs **Level 5**
continuously after this level with use of double spacing]

Depending on the complexity of your writing, you may not need to use Level 4 and/or Level 5. Although these heading levels may seem confusing at first, this format facilitates the organization of an academic paper or Research Project for both the writer and the reader. In the fifth edition of the APA (2001) *Publication Manual*, see pages 113-114 for this same information.

References

A crucial element in a well-written academic paper is a strong and accurate connection between your list of references at the end of your paper and your citations to that list in the text of your paper. In your reference list, the first line of a citation should be flush left; second and subsequent lines should be indented to 0.5 inch. Single spacing is used within the citation and double spacing between each one. Also, see Appendix A of this manual for examples of specific types of citations (i.e., books, chapter in edited book, ERIC report or U.S. government publications, article from scholarly journal, article from newspaper/magazine, electronic sources), and see Appendix C for an example of a correctly formatted reference list.

Also, every citation that is used in the text must appear in the reference list. However, secondary sources are not placed in the reference list because you have not read them and cannot verify the accuracy.

Important Note. According to SEC requirements, running heads are neither required nor used in academic papers and/or the Research Project. As shown in the APA (2001)

Publication Manual, use of running heads is only for those persons who want to submit an article for publication in a scholarly journal (see pp. 12, 296).

Citations in Text

Citations in text are of two types: primary sources and secondary sources. For a primary source (e.g., those sources listed in your Reference list), identify the surname of the author(s) and the year of publication; page number is used only for a quotation. For a secondary source, that is, material that you have not personally accessed, identify the surname of the author(s) and the year, and use the phrase, “as cited in” or “as quoted in” if it is a quotation. Several examples follow:

1. *primary source cited in text*: According to Brown (2002), it was found that. . . ;
2. *secondary source cited in text*: Jones (1995, as cited in Brown, 2002) detailed the major points of his theory;
3. *secondary sources cited in text*: Several authors (Jones, 1995; Smith, 1993; Williams, 1996; all cited in Brown, 2002) found that. . . ;
4. *primary source quoted in text*: Brown (2002) stated that: “These findings may not be generalizable to the population because of the limited sample size” (p. 103); and
5. *secondary source quoted in text*: Jones (1995, as quoted in Brown, 2002) stated that, “In my opinion,. . . “ (p. 5).

Cite the primary source early in each paragraph, preferably in the first sentence; do not cite at the end of the paragraph. In addition, every paragraph in a review of literature or critical analysis assignment must contain at least one citation unless it is clearly your own personal knowledge.

Important note: Be judicious in your use of secondary sources. If the author(s) is a noted authority on a specific topic, you should read this material yourself, so that you can list it as a primary source. For example, if your primary author cited Gardner, Piaget, and/or Vygotsky, you should go to these authors’ original materials and read them for yourself. Then, these sources become primary ones and are listed in your references.

Use of Material from Published Sources

There are three ways to use the material that you have read for your writing assignments (e.g., critical analysis, review of literature, Chapter 2 of the project).

1. *paraphrase*, that is, you restate the original in your own words. It is preferable that you paraphrase as much as possible and use a limited number of quotations;
2. *direct quote*, this is when you use the exact words of the author. Typically, you will use a quote because the meaning of the original statement cannot be captured through the use of paraphrase. You must use quotations marks (e.g., “ ”) and provide the page number; and

3. *block quote*, when you have a quotation of 40+ words, indent .5 inch from the left and use single space; no use of right justification. You do not use quotation marks, and a page number is provided in parentheses after the period for the block quote. See pages 118-120 of *APA* (2001) as well as page 9 in this manual for examples of this usage.

Plagiarism

Carefully read the Regis University policy on plagiarism for graduate programs, which is displayed below. Also read pages 349-350 in *APA* (2001). According to Regis policy,

Plagiarism is defined as presenting as one's own, the ideas, words or products of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the user of complete, accurate, and specific references; this includes copying and pasting from on-line media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgment. Sanctions of plagiarism may include:

1. a failing grade on the assignment,
2. failure of the course, or
3. expulsion of the student from the course or the program.

Use of et al.

When there are three or more authors, cite all names (e.g., White, Jones, & Anderson, 1999) the first time in a paper or a chapter. For the second and subsequent references in the paper or chapter, use the first surname and et al. (e.g., White et al., 1999). If there are six or more authors, you must use et al. the first time in text; also, use only the first author's surname and initials with et al. in the Reference list.

Specific Format Requirements for TEC Students

Spacing

Double spacing is required throughout all of your academic papers and the Research Project with two exceptions. Use single spacing for: (a) long quotations (i.e., 40 words or more, a block quote) and (b) references (i.e., but double space between each citation).

Type or Font Size

Times New Roman font is required for academic papers and/or the Research Project. Do not use a line height less than 12 point.

Margins

If approved, an electronic copy of your Research Project will be stored at DML. It is designed to appear in a form comparable to other published academic work. Therefore, the following margin guidelines are required for both academic papers and the Research Project:

Left margin:	1.50 inches;
Top margin:	1.70 inch for the first page of an academic paper, a new chapter or major section (i.e., Abstract, Table of Contents, References); top margin is 1.0 in. for all other pages in text.
Bottom margin:	1.0 inch
Right margin:	1.0 inch

Pagination

For an academic paper, continuous pagination is used. If the text ends on page 18, the first page of References is printed as 19; the same procedure is utilized if an appendix is attached.

In the final draft of the Research Project, continuous pagination is used, also. Preliminary pages are counted, but a different page number system is used. The Title Page is counted as I, but the page number is not printed on this page. Beginning with the Abstract, lower case Roman numerals are printed (e.g., beginning with p. ii), centered at the bottom margin of each page. This method of pagination continues through the Abstract, the Table of Contents, the List of Tables, and the List of Figures, to the extent these preliminary pages are used. For the remaining pages, Arabic numerals are used, from the first page of Chapter 1 through the Appendix/Appendices (i.e., continuous pagination).

Starting with the first page of Chapter 1, the page number is placed at the bottom center; see Appendix B for example of page number placement in the sample pages of Chapter 1 as well as all pages in this manual. All subsequent pages and/or chapters use the same page number placement, including the cover page(s) for the Appendix.

Writing Style/Readability Considerations

You will find an excellent summary of general principles for expository writing in the *APA Publication Manual* (2001); refer to Chapter 2, "Expressing Ideas and Reducing Bias in Language" (pp. 31-61), which covers the orderly presentation of ideas, smoothness of expression, economy of expression, precision and clarity in word choice, strategies to improve writing style, grammar, and guidelines for nonsexist language. Please read through this material before you begin writing and, periodically, refer to it as you evaluate what you have written.

Readability can be greatly improved through organization and logical sequencing of concepts as you write. The judicious use of transitional sentences at the beginning and end of key paragraphs helps the reader follow your thinking by highlighting "Where you

have been and where you are going from here.” Summary sections at the end of major sections are extremely effective for this same reason and are highly recommended.

In addition, please note that the use of the term, subject, is considered too inhumane. According to the editors of APA (2001), subject is used only for laboratory animals. For humans, use a more descriptive term such as: (a) participant, (b) respondent, (c) student, and so forth.

Guidelines to Reduce Bias in Language

Please make every effort to avoid the use of language that reinforces questionable attitudes and assumptions about people. In the APA (2001) *Publication Manual* (pp. 61-76), there are excellent guidelines to reduce bias in language as well as in the design of your research. We strongly urge you to refer to those pages to the extent that your research involves these sensitive issues.

TYPES OF ACADEMIC PAPERS

Leedy (1996) provided a cogent description in regard to the role of a scholar:

those who do research belong to a community of scholars, each of whom has journeyed into the unknown to bring back a fact, a truth, a point of light. What they have recorded of their journey and their findings will make it easier for you to explore the unknown: To help you also to discover a fact, a truth, or bring back a point of light. (p. 87)

We should all aspire to the goal of membership in the community of scholars and learners.

Authors' note: For examples of some of the following writing assignments, students are directed to *Exemplar Writing Assignments*, which is located under *Academic Resources* on the SEC homepage.

The Critical Analysis of a Primary Research Article Assignment

The purpose of this assignment is to encourage you to develop the skills of critical analysis when you read research articles that are published in scholarly journals. Almost all of these articles have been reviewed by members of the editorial staff of the journal and, therefore, are considered to have been refereed (i.e., poorly conceptualized reports are not accepted). However, no study is perfect, and it is important to be able to read these materials in a critical, evaluative manner in order to be an informed consumer of research.

A second purpose of this assignment is to improve your analytical skills. Just because an article is published in a scholarly journal does not necessarily mean that the study was well executed or that the findings are broadly generalizable to a specific population. To facilitate your ability to critically analyze a primary research report, 12 questions have been provided. The purpose of these questions is to guide your writing.

1. In your own words, briefly describe the problem that the researchers addressed?
2. What were the research questions (i.e., hypotheses) that guided the study?
3. What is the theoretical/historical background upon which the study was based?
4. What was the purpose of the study?
5. What were the characteristics of the participants (i.e., the sample) who were in the study?
6. If it was a quantitative study, what instruments or measurement devices were used? If it was a qualitative study, how were the data collected?

7. How was the study conducted; what were the procedures?
8. After analysis of the collected data, what did the researchers find? Were any of the findings statistically significant? For qualitative studies, there will be no significant findings since numerical data were not collected nor analyzed. Instead, the verbal data are analyzed for major categories, themes, and domains.
9. Did the researchers' findings support the findings from previous studies?
10. Based on the findings, were the researchers' implications appropriate and/or generalizable to the population?
11. Did the researchers identify the limitations to their study?
12. What suggestions were provided for future studies? Is there some aspect of this study that you would like to explore further? (Adapted from Hittleman & Simon, 2006)

Although many articles are written in a highly technical vocabulary, try to keep your writing about the article straightforward and succinct; on the SEC website, see an example in Exemplar Writing Assignments. Often, rather complex statistical analyses are conducted with the data in order to obtain the findings. Do not feel compelled to fully understand how these procedures are conducted; instead, look for the variables/factors for which the authors found statistical significance (i.e., $p < .05$, $p < .01$, $p < .001$). In a table, often, these levels of significance are marked with stars (i.e., $*p < .05$, $**p < .01$, $***p < .001$).

The Review of Literature Assignment

The most common type of paper you will write is a review of the literature for a particular topic relevant to the subject matter of the course. The ability to write a good review of literature is important to your success in graduate coursework and, ultimately, the Research Project.

Simply stated, a review of literature is an overview of the previous research that has been conducted and published on a particular topic. Through your review of the literature, you should provide the reader with a clear picture of the major researchers, issues, and controversies that are associated with and relevant to that topic. For example, several points should be addressed:

1. what is the historical origin/background?
2. what are the theories, major viewpoints that have developed?
3. what are the current theories/viewpoints?
4. are there contradictory views and opinions?

This assignment is not the classic undergraduate paper where you described what others have said and add a few words of conclusion with no attention to whether you have addressed the major issues. Also, it is more than an opinion paper or essay where you begin with a position and use logic and sources to construct a case and defend this position.

The primary objective of the review of literature is to gain depth of knowledge of the topic and not necessarily to arrive at answers, decisions, or fixed positions. The more

you know about a particular topic, the more knowledgeably you can approach specific questions you have in relation to that topic. Before you can be an effective producer of research, you must first become a discerning consumer of research. As a consumer, you attempt to provide answers to the question, “What have other investigators learned about this topic?”

One worthwhile result of the review of literature may be your identification of future avenues for research as you discover where the gaps are in the research. Rather than arrive at answers in the process of conducting the literature review, typically, you will arrive at more questions, the next questions to be asked. One such question may form the basis for the Research Project you will complete before graduation from the M.Ed degree program.

For further reading in regard to the role of the literature review and strategies for completion of this type of assignment, please refer to the appropriate sections in Hittleman and Simon (2006).

The Individualized Project

The focus of an individualized project is one that is relevant to your goals and interests, acceptable to your Instructor, and pertinent to the course description and the objectives outlined on the learning contract/course syllabus. Within these constraints, this type of activity may take many forms. Typically, education students use the individualized project to complete some task which is relevant and timely for them in regard to their current employment, professional development, or career goals. Examples of individualized projects that have been completed by our students in the past include the development of a new curriculum, a staff/faculty handbook, a presentation, or other tasks of professional importance to the student. Key criteria are that the project be pertinent to the course content and produced in some form that may be evaluated by the Instructor. As with any other work produced and submitted by students in this program, a high quality written presentation is essential.

THE RESEARCH PROPOSAL AND PROJECT

Design Options for Research Projects

Ultimately, the research design you choose to employ will be based on your topic and your objective for the Research Project, and your Faculty Advisor will assist you in making this decision. Typically, SEC students choose the applied project design, and given the nature of our majority student population (i.e., pre-licensure and practicing K-12 and adult educators), this seems appropriate. Many of the other research designs require background in measurement, statistical analysis, and experimental design, subjects we are unable to support within existing M.Ed curricular options. You are certainly not limited to the applied project design described below. Should your idea for a research project not immediately seem to fit this design, and you have the background to support another approach (e.g., an experimental design), you can work with your Faculty Advisor to establish the required parameters.

Typically, your specific interests will lead you to a particular type of research endeavor. You may want to explore issues of a work related or applied nature which combine theory and practice for a very specific application, or you may seek answers to questions of a broader nature, answers which have some generality across a variety of situations. If you plan to continue graduate study at the doctoral level, you may want to consider doing work which allows you to develop the research skills which will be required at that level in your chosen area of interest. As you develop your ideas for research, we encourage you to seek input from a variety of people (e.g., instructors, subject matter experts, etc.).

Finally, you will want to discuss the topic and design decision with your Faculty Advisor, who will directly supervise the completion of your Research Project. Prior to enrollment in EDRS 642, Research Proposal Development, you **must** confer with your Faculty Advisor to identify your topic, refine your focus, and frame your particular research interest in an acceptable form.

Important Note: Regardless of the research design employed, all students are expected to follow the SEC style and format requirements that are detailed on pages 2-7 in this manual.

Applied Research Project

As previously stated, the vast majority of SEC students choose this format for their research. The applied project may be best described as the creation, development, or improvement of a product (e.g., a curriculum, training manual, etc.) which has immediate applicability in the student's chosen profession or which is related to a strong personal or professional objective of the student.

The final written presentation for an applied project will contain the same elements as other designs (i.e., Introduction, Review of Literature, Method, Results, Discussion, and References). Examples of applied project ideas are as follows:

1. a revision of a school district curriculum for a particular subject area;
2. the creation and promotion of a handbook on different policies and procedures for the staff of an institution;
3. the design and evaluation of a performance review process;
4. the development of a curricular unit that employs novel methodology;
5. a PowerPoint presentation designed for training purposes;
6. a guide to effective classroom management for new teachers; or
7. a parent training manual designed to gain their involvement and support.

Development of the Research Proposal and Research Project

Planning/Course Delivery Options

The Research Proposal Development and Research Project courses are offered only in the 8 week term format. You will develop your research proposal (i.e., Chapters 1, 2, and 3) during the Research Proposal Development course (EDRS 642, 3 credits). This course is currently offered via the classroom format, guided independent study (GIS), and online class format. Depending on individual student learning preferences, this course can work equally well in all three delivery formats. Upon completion of the Research Proposal Development course, you will submit the completed proposal for approval to your Faculty Advisor and then complete the Research Project (i.e., Chapters 4 and 5) with your Faculty Advisor during the term when you register for the Research Project (EDRS 643, 3 credits). Based on our experience in the 8 week term format, some students may find it difficult to complete both the Research Proposal Development course and the Research Project in two consecutive 8 week terms (i.e., 1 semester), although it can be done if the student has a sharp conceptual focus going into Research Proposal Development and works efficiently with his/her Instructor and Faculty Advisor. A sharp topic focus, a quick start in the Research Proposal Development course, and vigilance in response to your Instructor's feedback are the keys to success in this 8 week term format. In any case, students should not register for Research Project until the Research Proposal Development course is completed and a grade is assigned.

If you are unable to complete either course in the 8 week term, an Incomplete (i.e., IF) grade will be entered and later changed to the earned grade when the coursework is complete. When an IF is assigned, a student is allowed 8 weeks (i.e., until the end of the next 8 week term) to complete the work; subsequently, the Registrar will change the IF to an F if an earned grade has not been submitted by the instructor. See the *Regis*

University Bulletin for the time limits and associated policies in regard to Incomplete grades.

If you enroll in the GIS version of this course, you will choose an Instructor from the Approved Affiliate Faculty list available on our SEC homepage. Also, a classroom based section of Research Proposal Development course is offered during each 8 week term at the Lowell Campus and, less frequently, at the Denver Tech Center Campus as well as in an online class format.

Students who are ready to complete these final two courses (i.e., EDRS 642 and 643) have found it helpful to attend the orientation session which is offered at each Saturday Seminar.

Important Note, Application for Graduation. It is important to note here that students who plan to graduate at the end of a particular semester (i.e., in August, December, or May) must file a graduation application with the Graduation Office. **The application deadline usually falls early (i.e., in June, September, or January)** in the semester in which graduation is planned. An electronic application and deadlines are available from the SEC homepage under Forms. Please be aware of your deadline and take this necessary step.

The following summarizes the prescribed sequence of events designed to facilitate the development of your research proposal in the Research Proposal Development course and completion of your Research Project.

1. A required pre-Research Proposal Development conference with your Faculty Advisor.
2. The Research Proposal Development course in GIS, classroom, or online format.
3. The Research Project under the direction of your Faculty Advisor.

Conference with Faculty Advisor

A conference (i.e., in person or by phone) with your Faculty Advisor is required prior to your enrollment in the Research Proposal Development course. This conference will provide an opportunity for you to discuss with your Advisor the ideas you are considering for your Research Project. The purpose of this conference is to assist you in sharpening your focus as you begin the proposal development process. Your Advisor will want to know if your idea involves the use of human subjects, as an appeal to the University's Human Subjects Review Committee (see Appendix D) may be required. Beyond that, your Advisor will want to assist you in defining a project idea that is, above all, meaningful for you and feasible in terms of your time and capabilities. The ultimate objective for this conference is that you leave with a crystal clear understanding of what will be produced and appear in Chapter 4, Results. This accomplished, you are ready to hit the ground running in the Research Proposal Development course.

The Research Proposal Development Course (EDRS 642)

The second step toward completion of the Research Project is to complete the Research Proposal Development course and the research proposal and submit it to your Faculty Advisor for approval before completion of the work described in your proposal. The purpose of this step should be obvious because a well considered research plan is absolutely essential to the success of the Research Project. Utilizing the Research Proposal Development course, we have developed a uniform proposal format (see Appendix B, Chapters 1-3) and a process for development and approval which allow us to provide you with some guidance through the important early stages of your research. The following sections provide essential information.

Like most graduate students, you probably started your graduate work with no idea of what problem you would address for your Research Project. Because you are neither peculiar nor unique in this regard, we have designed a series of learning activities (i.e., the conference with your Faculty Advisor and the Research Proposal Development course) to take you through the process of translating your areas of interest into research questions, selecting and defining an acceptable research problem for your Research Project, reviewing the literature related to a chosen problem, and writing the research proposal. To the extent you and your Faculty Advisor are able to sharpen your focus for the project during the required pre-Research Proposal Development conference, this process is significantly expedited. Your Research Proposal Development Instructor will mentor students on an individual basis, depending on the level of focus each student brings to the start of the course.

Conditions/Reminders

One of the operational characteristics of this course is that students can expect to write and rewrite assignments. Unlike other courses, you will not submit a paper, take a grade, and move on to the next assignment. The objective is to arrive at a polished written presentation for your research proposal; therefore, the Instructor will take each student through a drafting process until this objective is achieved. The following sections outline other considerations for your work during Research Proposal Development.

Elements of the Proposal

Regardless of the research design used, the elements of the proposal remain the same (see Appendices B and C for further information). They are as follows:

1. Title page;
2. Table of Contents;
3. Chapter 1, Introduction;
4. Chapter 2, Review of Literature;
5. Chapter 3, Method;
6. References; and
7. Appendix/Appendices (i.e., optional).

The length for the proposal will be a minimum of 20-25 pages. The Introduction, Review of Literature, and Method chapters should be sufficiently complete (i.e., in terms of content, organization, page layout, and format) that your Faculty Advisor can approve the proposal with only minor changes. The proposal is written in the future tense; this is changed to past tense when your Project is complete, with the exception of instances where you refer to the published work of others, in which case, you use the past tense.

Research Involving Human Subjects

All research protocols, in which the use of human subjects is proposed, must be submitted to the Human Subjects Review Committee of Regis University. See Appendix D for a sample Application for Review/Approval of Research Involving Human Subjects as well as guidelines and instructions for the review process. Research which involves no risk to the participant and does not deal with sensitive or personal aspects of the participant's behavior may be exempt from full review. Consult with your Faculty Advisor early in the development of your Research Project if you have any questions about this requirement. If required, the Human Subjects Review must be completed before the proposal is approved by your Faculty Advisor.

Proposal Approval Process

The culminating activity in the Research Proposal Development course is the development of the research proposal which will be used to complete the Research Project. When all course requirements have been met, and you have received your final grade for EDRS 642, you will forward your proposal to your Faculty Advisor for final approval. As you exit this course with your proposal completed, you will already have had the benefit of your Research Proposal Development Instructor's input and evaluation with regard to the proposal.

At this point, you should register for EDRS 643, and the final step in the process requires that your Faculty Advisor read and approve your proposal. From this point forward, you will work directly with your Faculty Advisor to completion of the Research Project.

Content and Format for Research Proposals and Projects

A standard format is provided in this manual for the written presentation of Research Projects. All Research Projects that are written in this program should be in this format. Format decisions, which are not addressed here, are always at the discretion of the Faculty Advisor.

In the following discussion, the sections of a typical Research Project are presented. In Appendix B, pages 28-29, an overview of this process is presented. While the content and length of each section may vary depending on the type of research design used, the section titles and sequence of presentation will always be the same.

Preliminary Pages

Introductory pages for the Research Project include the following elements. Examples are provided in the noted appendix to this manual:

1. Title page, Appendix C, p. 30;
2. Abstract, Appendix C, p. 31;
3. Table of Contents, Appendix C, p. 32; and
4. List of Tables/Figures, optional, Appendix C, p. 33.

The following descriptions were extracted from the *APA Publication Manual* (2001). For more complete descriptions, you may refer to pages 10-29 in that source.

Title Page

The title should be a concise statement of the main topic, and it should describe the objective(s) and key element(s) of the Research Project (see APA, 2001, pp. 10-11). A good title should be fully explanatory when it stands alone. Avoid words that serve no useful purpose. Do not use abbreviations in the title; spell out all terms/acronyms. The title should be no longer than 12-15 words (see Appendix C for the required SEC format).

Abstract

The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared (see Appendix C and APA, 2001, pp. 12-15). It allows the reader to attain a quick overview of the content and scope of your project. A good abstract is: (a) accurate, (b) self-contained, (c) concise and specific, (d) nonevaluative, and (e) coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work. Refer to any academic journal for examples of an abstract.

Table of Contents

This piece is self-evident. An example of the required format is displayed in Appendix C of this manual. The List of Tables and List of Figures are optional depending on whether tables and/or figures were used in the Research Project.

Chapter 1: Introduction

In Chapter 1, Introduction, a description of the problem under study is presented. The intended research strategy is described. In this section of the Research Project, it is important to establish not only *what* problem you intend to study but also *why* it is important or relevant and *how* you intend to resolve the problem. Describe how your research is related to previous work in the area by briefly referring to the central arguments and/or available data which make your research important and timely. If you have developed hypotheses or research questions with regard to your research, this would

be a good place to advance a formal statement and rationale for each one. A good introduction leaves the reader with a clear picture of what will be done and why. See Appendix C, Sample Chapter Pages, for an example of page layout and use of APA heading levels. It should be noted that the information placed in brackets is for instructional purposes only and should not be used as a heading level

Typically, in this chapter, the following headings should be used:

[Set the stage; a brief paragraph]

Statement of the Problem, as concise and focused as possible (i.e., 1-2 paragraphs maximum)

Background of the Problem [optional]

Purpose of the Project, again, as concise and focused as possible (i.e., 1-2 paragraphs maximum);

Chapter Summary [This is a summary; you do not insert new material and/or citations. Tell reader what will be presented in Chapter 2; this section serves as a transition.]

Chapter 2: Review of Literature

The purpose of Chapter 2, the Review of Literature, is to develop a comprehensive background for the problem under study. Whereas in the Introduction, you have briefly referred to or provided an overview to the relevant arguments and data which caused you to be interested in this area of study, in the Review of Literature, you are expected to demonstrate familiarity with all relevant findings with regard to the problem under study. In a good Review of the Literature, you should avoid references with only tangential or general significance; be careful of your use of secondary citations especially if the authors are noted authorities in their field. Instead, pertinent findings, relevant methodological issues, and major conclusions are emphasized. In your evaluation of the materials you present, be careful to avoid personal opinion and treat controversial issues with objectivity. The goal is to demonstrate the logical continuity, that is, the existing evidence and reasoning, between previous work and your present work. Begin this chapter with a clear statement of the purpose of the project which indicates the scope of the issues which you will address.

The headings utilized in this chapter cannot be as specific as listed for Chapter 1. However, you should have, at least, several major headings (e.g., historical background, theoretical background, current theories, etc.) as may be applicable for your topic, as well as a chapter summary to make the transition to Chapter 3; see example of TOC in Appendix C. The length of this chapter should be a minimum of 15-20 pages; for complex topics, it is not uncommon for some students to write in excess of 25 pages.

The headings should be:

[Problem/Purpose Restated]

Topics and subtopics dictated by topic and chosen by author {see Appendix C}

Chapter Summary

Chapter 3: Method

In Chapter 3, the Method section, you describe in detail how the Research Project will be conducted (i.e., the proposal) or was conducted in the final draft (i.e., the completed project). Such a description enables the reader to evaluate the appropriateness of your methods. The information provided here should be sufficiently detailed to allow other researchers to utilize and/or replicate the project if they so desire. As with Chapter 2, you should start this chapter with a paragraph that tells the reader the purpose of the project. Not everyone who reads your project will read every chapter.

Since this is an applied project design, you would use this chapter to provide a detailed description of your target audience, your organization, and the assessment plan for your project. The headings should be:

- [Problem/Purpose Restated, first paragraph]

- Target Audience

- Organization of Project

- Peer Assessment Plan

- Chapter Summary

Chapter 4: Results

Since you have developed an applied research project, Chapter 4 is the place for you to insert the completed piece of work. If you have developed a curriculum, a manual, a seminar presentation, a PowerPoint, or other type of applied project, you will place it in this chapter. If you have supporting materials, they may be placed in an appendix. You should plan to include an Introductory section and a Chapter Summary as bookends to your project in this chapter. The headings are:

- Introduction [problem/purpose restated]

- Your Project [start on new page]

- Chapter Summary [start on new page]

Chapter 5: Discussion

For an applied research project, Chapter 5 is the place for you to evaluate what you have done. Does what you have produced satisfy the objectives you had at the outset? What might you do differently if you were to develop the project again? If you have recommendations for improvements or additional work that could be done, you might discuss them here.

In summary, in Chapter 5, the Discussion chapter, you should be guided by the use of the following headings:

- Contribution of the Project

- Limitations

- Peer Assessment Results

- Recommendations for Further Development

- Project Summary

References

After Chapter 5, a list of sources (i.e., citations) are provided prior to the Appendices. This list includes only those references cited in the text of your Research Project, and it is titled, References. If you or your Faculty Advisor prefer to list a broader spectrum of literature than that which is immediately relevant to your research, your list would be called a Bibliography. That you provide a listing of sources is required; whether you call that list References or Bibliography depends on the scope of the list. See pages 207-281 of the *APA Publication Manual* (2001) for examples of references in APA style. Also, see Appendix A of this manual for correctly formatted examples of the several different kinds of citations and Appendix C for a sample list of References.

Appendix/Appendices

If you have documentary materials which would be awkward to include in the text of your Research Project, you may include them in an appendix. You will want to consult with your Faculty Advisor in regard to materials which would be appropriate for an appendix to your Research Project. If you use an appendix, please remember to include the title in your Table of Contents (see Appendix C).

Copyright Infringement

Also, if you use materials that are reproduced from a published source (e.g., a worksheet, table, etc.), make sure that these materials are not under copyright protection. If they are protected, you need to write the author and obtain explicit, written permission to use them in your Research Project. A copy of this permission must be included in an appendix. Please consult with your Faculty Advisor if you have any questions in regard to copyright issues.

Completion of the Research Project

When you have completed the work for EDRS 642, received a grade, and submitted the proposal to your Faculty Advisor for approval, then you should register for the Research Project course (i.e., EDRS 643). Contact your Faculty Advisor before the end of the Add/Drop registration period if you are unsure about whether to register for EDRS 643.

Also, remember to file a Graduation Application Form with the Graduation Office at the beginning of the semester in which you expect to complete graduation requirements. Failure to do so may delay your graduation date. Application deadlines are posted on the application form which is available in electronic format on the SEC homepage under Forms.

Timeframe for Completion

Under no circumstances should a student attempt to complete the Research Project before the Research Proposal has been approved by the Faculty Advisor. Generally, students will complete the research proposal and have it approved shortly after they have completed the Research Proposal Development course and received a grade. This work will require your undivided attention and energy if you are to meet the

deadlines listed below that have been established for final approval and graduation clearance. Therefore, we recommend that you avoid crowding yourself. Inevitably, these processes will take longer than you expect, so allow plenty of time to finish. Work closely with your Faculty Advisor at this point. If your Advisor has a large number of students who reach this stage of development with their projects, simultaneously, he or she may need to alter the following target dates/deadlines.

Target Dates/Deadlines

Beginning of final semester	File electronic graduation application with Registrar
No later than Week 1 of EDRS 643	Proposal to Faculty Advisor for approval
No later than Week 3 of EDRS 643	First complete draft of Research Project to Faculty Advisor
	Subsequent drafts as needed.
No later than last day of Week 8 of EDRS 643.	Deadline for final approval/completion of the Research Project; grades due for graduation clearance.

Writing and Submitting Drafts to Your Faculty Advisor

As the read/evaluate/submit/rewrite/submit takes time, plan to submit your work well ahead of deadlines if possible. Even the best writers should plan on rewriting to some extent. Typically, your Advisor will see errors or weaknesses which you no longer see because you are too close to the writing, but please do not expect your Faculty Advisor to be your proofreader. To the extent that you thoroughly proof your own work (i.e., or have it proofed by a third party) and critique and rewrite on your own, prior to submission, you can minimize the amount of rewriting which may be required of you by your Faculty Advisor. We have had students whose Research Projects were ready for final approval at the second draft. Other students have written five or six drafts before their Research Projects could be finally approved. We hope you will strive to be like the former group. Often, your final grade for the research project may reflect your success in working through this process. The Faculty reserve the right to withhold approval for electronic storage at DML and assign a lower grade for the Research Project when the

standard is not achieved in a reasonable amount of time or when the student fails to follow the prescribed sequence of events.

Good writers take pride in their work and seek critical feedback from their peers and mentors. Your Faculty Advisor will appreciate your extra effort to submit clean work. We like nothing better than to read written work which is conceptually clear and precisely expressed.

Regis University Guidelines for Electronic Storage of the Research Project

Only Research Projects which receive an “A” grade will be approved for electronic submission to DML at Regis University. Pending approval by your Faculty Advisor, you will be given instructions to convert your project document to PDF format on CD-ROM or CD-RW and attach the appropriate approval forms (see Forms on the SEC website).

Format

The Research Project must be formatted according to the directions specified in this *Guidelines for Academic Papers and Research Projects* (2008). Provided in Appendix E is a list of commonly used commands for Microsoft Word software.

Type

Times New Roman font must be utilized consistently throughout the Project; the line height must be 12 point. Script type and/or shaded characters may not be used.

APPENDIX A

Format for Types of Citations Used in References/Bibliography

Format for Types of Citations Used in References/Bibliography

Books

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Glass, G. V., & Stanley, J. C. (1970). *Statistical methods in education and psychology*. Englewood Cliffs, NJ: Prentice-Hall.

Hittleman, D. R., & Simon, A. J. (2006). *Interpreting educational research* (4th ed.). New York: Merrill.

Chapter in edited book

Gullotta, T. P. (1996). Dysfunctional behavior: A cautionary statement. In G. M. Blau & T. P. Gullotta (Eds.), *Adolescent dysfunctional behavior: Causes, intervention, and prevention* (pp. 3-10). Thousand Oaks, CA: Sage.

Strong, R., Silver, H., & Robinson, A. (2006). What do students want (and what really motivates them)? In K. Ryan & K. Cooper (Eds.), *Kaleidoscope* (pp. 69-74). Boston, MA: Houghton Mifflin.

ERIC report or U.S. government publication

American Council of Education (ACE). (1994). *Computers, technology and disabilities*. Washington, DC: American Council on Education. (ERIC Document Reproduction Service No. ED 381 921)

Ingersoll, R. M. (1996). *National Center for Educational Statistics: National assessments of teacher quality* (Working Paper No. 96-24). Washington, DC: U.S. Department of Education, U.S. Government Printing Office.

Article from scholarly journal

Cordova, D., & Lepper, M. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, 88(4), 715-730.

Fischbach, G. D. (1992). Mind and brain. *Scientific American*, 267(3), 48-57.

Article from newspaper/magazine

Bowen, E. (1987, February 16). Can colleges teach thinking? Maybe not, suggests a new test measuring “reflective judgment.” *Time*, p. 61.

Finley, B. (2000, June 14). CU prof wins “genius” award: Boulder physicist Margaret Murnane \$500,000 richer over laser innovation. *The Denver Post*, p. B1, B8.

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

APA Style Guide for Electronic References (2007; to obtain copy, go to <http://books.apa.org/books.cfm?id=4210509>)

The material below is quoted, literally, from APA. Presented in this material are several types of the most frequently used citations. If your citation does not fit the format below, see the section in APA for the format for other types of citations.

Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines:

1. Direct readers as closely as possible to the information being cited-- whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work.

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). Whenever possible, identify the authors of a document as well. . . The URL is the most critical element. (p. 269)

If you are using a word processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL before a period. or character. (pp. 270-271)

Material obtained from databases or online source

Borman, W. D., Hanson, M. A. Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 443-449. Retrieved June 23, 2000, from PsycARTICLES database.

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre003001a.html>

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey-1997-10/>

Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times*. Retrieved November 21, 2000, from <http://www.nytimes.com>

Kruschke, J. K., & Bradley, A. L. (1995). *Extensions to the delta rule of associative learning* (Indiana University Cognitive Science Research Report No. 14). Retrieved October 21, 2000, from <http://www.indiana.edu/~kruschke/deltaruleabstract.html>

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 12, 2001, from <http://jbrorg/articles.html>

- **E-mail.** E-mail sent from one individual to another should be cited as a personal communication (see Section 3.102).

New Method of Classification

Because all electronic material, including database items, may be updated, changed, or removed, a new system of classification has been developed and supported by publishers worldwide. This system is known as a Digital Object Identifier (DOI); when it is available, do not use the URL, database name, or date. A button titled Article, Cross-Ref, PubMed, or another vendor name may hide the DOI; click to access. Its purpose is to provide a persistent link to the material.

If you have a DOI, and the link is not live, go to <http://crossref.org/> and enter the string. Also, you can turn a DOI string into a URL: <http://dx.doi.org/> [enter the string]. See use of DOI in citations below.

Craig, L., & Bittman, M. (2008). The incremental time costs of children: An analysis of children's impact on adult time use in Australia. *Feminist Economics*, 14(2), 59-88. doi:10.1080/1354570070188099

Shabat, J., Lyons, J., & Martinovich, Z. (2008). Exploring the relationship between conduct disorder and residential treatment outcomes. *Journal of Child and Family Studies*, 17(3), 353-371. doi:10.1007/s10826-007-9146-1

Shanahan, M. (2005). Perception as abduction: Turning sensory data into meaningful representation. *Cognitive Science*, 19(1), 103-134. doi:10.1207/s15516709cog2901_5

APPENDIX B

Overview of Organization of Chapters for Research Project

Overview of Organization of Chapters for Research Project

RESEARCH PROPOSAL DEVELOPMENT/RESEARCH PROJECT Organization of Chapters

Title Page (p. I, but not printed)

After completion of Chapter 5, the Abstract (p. ii)

Table of Contents (pp. iii-iv)

Chapter 1: INTRODUCTION (page numbers in numerals, bottom center, 1.00")

[Setting the Stage]

Statement of Problem

[Background of the Problem, optional]

Purpose of the Project

Chapter Summary

Chapter 2: REVIEW OF LITERATURE

[Problem/Purpose Restated]

Major topics and subtopics dictated by project topic and chosen by author

Chapter Summary

Chapter 3: METHOD

[Problem/Purpose Restated]

Target Audience

Organization of Project

Peer Assessment Plan

Chapter Summary

REFERENCES

Title Page, Table of Contents, Chapters 1-3, and References represent the Research Proposal and the endpoint for EDRS 642, the Research Proposal Development course. The Abstract and Chapters 4 and 5 are completed during EDRS 643, Research Project, which is under the direction of your Faculty Advisor.

Chapter 4: RESULTS

Introduction [problem/purpose restated]

Your Project Here [start on new page]

Chapter Summary [start on new page]

Chapter 5: DISCUSSION

Contribution of this Project

Limitations

Peer Assessment Results

Recommendations for Further Development

Project Summary

REFERENCES [final list]

APPENDIX [optional]

]

Support Materials:

Guidelines for Academic Papers and Research Projects (2008, available on SEC website)

Exemplar Writing Assignments (SEC website)

APA Manual (2001)

Completed Student Research Projects (link on SEC website)

APPENDIX C

Title Page Format

Abstract Format

Table of Contents

Lists of Tables and Figures Formats

Sample Chapter 1 Pages

Sample References List

Title Page Format
[measurements below are approximations]

↓ 3.00 in.

TITLE OF RESEARCH PROJECT

ALL UPPER CASE,

FOLLOW SPACING SHOWN AT LEFT MARGIN

↓ 4.25 in.

by

↓ 4.65

Jane E. Doe

↓ 6.50 in.

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

↓ 8.00

REGIS UNIVERSITY

Month, Year

Name of EDRS 642 Instructor: _____

ABSTRACT

Title of the Research Project

This is a sample of how the body of the abstract should begin. The abstract is a brief, comprehensive summary of the contents of the Research Project you have prepared. It allows the reader to attain a quick overview of the content and scope of your research. A good abstract is accurate, self-contained, concise and specific, nonevaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work. Examples of an abstract can be found in any journal published by APA (2001).

Note. For the Abstract, use lower case Roman numerals and start with page ii; the Title page is page I, which is counted but not printed. The Abstract is written and included only after completion of Chapter 5 of the Project.

TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION	1
	Statement of the Problem	2
	Background of the Problem [i.e., optional]	2
	Purpose of the Project	3
	Chapter Summary	4
2.	REVIEW OF LITERATURE	5
	First Major Topic	
	Subtopic	
	Subtopic	
	Second Major Topic	
	Subtopic	
	Subtopic	
	[you will continue with additional topics/subtopics relevant to your Research Project]	
	Chapter Summary	25
3.	METHOD	26
	Target Audience	26
	Organization of the Project	27
	Peer Assessment Plan	28
	Chapter Summary	28
4.	RESULTS	29
	Introduction	29
	Your Project [here you will present the product you developed for the project.]	
	Chapter Summary	48
5.	DISCUSSION	49
	Contribution of this Project	49
	Limitations	50
	Peer Assessment Results	52
	Recommendations for Further Development	55
	Project Summary	57
	REFERENCES	58
	APPENDICES	

A. Title	61
B. Title	63
[You will list appendices only if you use them]	

LIST OF TABLES

1. Title ##
2. Title ##

LIST OF FIGURES

1. Title ##
2. Title ##

Note. Each list, as shown above, is placed on a separate page. The need for these lists is dependent upon whether tables or figures are included in the Research Project. See pages 21 and 147-201 in the APA (2001) *Publication Manual* for detailed information on the use of tables and figures in text.

Chapter 1

INTRODUCTION

Provided in the following pages are examples of text for a research project.

Within the text, only chapters begin on new pages. The word, Chapter, is centered and placed at 1.7 inches from the top of the page; this placement makes it clear to the reader that this is the first page of a new chapter or section. The top margin of 1.7 inches should be used for the first page of each of the following sections: (a) Abstract, (b) Table of Contents, (c) Chapters 1-5, and (f) References/Bibliography.

Shown on these text pages are examples of: (a) paragraph indents; (b) headings; (c) page number placement; and (d) single spaced, block quotations. The following passage is an example of a single spaced, block quotation of 40 or more words:

The public seems periodically to express a desire for some new film genre. Whether this behavior can be explained is probably a moot point. What this does mean is that some groups of people are dissatisfied with the films available at their local theaters. (Moore, 1981, p. 42)

The text continues after the block quotation with one double space (i.e., one blank line) between the end of the quotation and the text.

The first lines of paragraphs are indented uniformly throughout the project (e.g., at .5 inch). At the end of a paragraph, before a new topic, use double space.

Major Topic

After the heading, the paragraph starts one double space below. According to the *American Psychological Association* (APA; 2001), there are five levels of headings.

Used in this example of Chapter 1 are Level 1, title of chapter, and Level 2, as above, major topic. Examples of Levels 3, 4, and 5 follow in the text shown below.

Subtopic to Major Topic

In Level 3, if you use a subtopic heading, you should have two or more. If the major topic was Types of Special Needs students, the subtopics might be: (a) Learning Disabilities and (b) Behavioral Disorders.

Subsection to a Subtopic

A subsection to a subtopic is considered Level 4. If Level 3 is Learning Disabilities, the subsections might be: (a) Attention Deficit Disorder (ADD), and (b) Attention Deficit Hyperactivity Disorder (ADHD).

Paragraph level. A Level 5 heading is placed at the beginning of a paragraph, only the first letter of the first word is capitalized (i.e., with the exception of proper nouns), and the heading ends with an italicized period. This heading might be used for treatment/education plans for a student with ADD.

Chapter Summary

Here, as in all chapter summaries, you will identify the major topics presented and tell the reader what will be presented in the next chapter. This section serves as a transition to the next chapter.

SAMPLE REFERENCE LIST

- Al-Motrif, A. (2000). *The effects of college students' educational level and gender on their use of the internet as: (a) an instructional tool, (b) a research tool, (c) communication tool, and (d) an entertainment tool*. Doctoral dissertation, Ohio University. (UMI No. 9985825)
- Borman, W. D., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 443-449. Retrieved June 23, 2000, from PsycARTICLES database.
- Britton, D. M., & Button, A. (2005). Prison pups: Assessing the effects of dog training programs in correctional facilities. *Journal of Family Social Work*, 9(4), 79-95. doi:10.1300/J039v09n04_06
- Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom* (2nd ed.). New York: Teachers College Press.
- CommerceNet. (1999). *CommerceNet and Nielsen media research issue: Results of Spring 1999 Internet demographic survey*. Retrieved April 3, 2002, from <http://www.commerce.net/news/press/ann061699.html>
- Davidson, N., & Worsham, T. (1992). Introduction: HOTSICLE--Higher order thinking skills in cooperative learning environments. In N. Davidson & T. Worsham (Eds.), *Enhancing thinking through cooperative learning* (pp. xi-xx). New York: Teachers College Press.
- Deering, P. D. (1994). *Is "cooperative learning" either, both, or neither? Tales from three middle school classrooms* (Report No. PS-022534). New Orleans, LA. (ERIC Document Reproduction Service No. ED 371 899)
- Encyclopedia Britannica*. (2002). Internet. Retrieved April 1, 2002, from <http://www.britannica.com/eb/article?eu=1460&tocid=0&query=internet>
- Fletcher, S. H., & Barrett, A. (2004). Developing effective beginning teachers through mentor-based induction. *Mentoring and Tutoring*, 12(3), 323-333. doi:10.1080/030910042000275936
- Furst, G. (2006). Prison-based animal programs: A national survey. *The Prison Journal*, 86(4), 407-430. doi:10.1177.0032885506293242

- It's a fact: Faith and theory collide over evolution. (1999, August 15). *The New York Times*, p. S4.
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APPENDIX D

Application for Review/Approval for
Research Involving Human Subjects

Application for Review/Approval for
Research Involving Human Subjects

TO: IRB, Regis University
Main Hall, Room 206, Mail Code H4

Principal Investigator(s) _____

Address: _____

Telephone #: _____ E-mail: _____

Academic Department or School: _____

Faculty Advisor (student projects): _____

Project Title: _____

1. Are investigational drugs to be used?

Yes ____ No ____

2. Will you be using patients and/or the facilities of a health care agency as a part of this study?

Yes ____ No ____

If YES, after approval by this Committee, the proposal must also be approved by the appropriate review board within that facility.

Materials addressing numbers three through seven are to be either filled in under the questions or, if appropriate, attached.

3. Project description in relation to human subjects. Attach a brief summary of the problem to be investigated, the questions being asked, the methods or instruments to be used, the subject population to be studied, and the method of subject selection and recruitment. Include sufficient detail, including samples of protocols and/or data collection instruments, in order that the members of the Committee can assess any potential hazards.
4. Risk/benefit assessment. Assess the risks and potential benefits of the investigation.
5. Provision for informed consent. Provide details of informed consent procedures to be used, including examples of project descriptions to be provided to subjects and consent forms to be used.
6. Additional ethical considerations. Describe provisions for anonymity or confidentiality and any additional measures not previously addressed be utilized to protect the rights and safety of subjects.
7. Research funding. If the research is supported by a grant, provide source of funding.

Note: Research must be resubmitted for approval, if changes are made in the research plan that significantly alter the involvement of human subjects from that which is described by this application.

Signature of Principal Investigator: _____

(Note: If this document is being sent electronically, your typed signature will considered as your signature)

Date _____

Signature of Faculty Advisor _____

Note: If this document is being sent electronically, the faculty advisor may send an email affirming his/her approval. This email should (1) indicate that the faculty advisor has read the application and (2) agrees with the information provided on the form.

Date _____

The space below this line is for the use of the Institutional Review Board

Action of Institutional Review Board

1. Exempt according to condition _____
2. Approved by expedited review _____
(reviewer, date)
3. Approved in general and specific details.
4. Approved in general with specific details to be resubmitted..
5. Disapproved for the following reasons:

Signature

Chair, Institutional Review Board

Date

GUIDELINES FOR RESEARCH INVOLVING HUMAN SUBJECTS

All research protocols in which the use of human subjects is proposed must be submitted to the Human Subjects Review Committee, Regis University. However, according to federal regulations, some research is exempt from full review. Generally, research that is conducted under the exempt review category involves no risk to the subject and does not deal with sensitive or personal aspects of the subject's behavior.

Research normally conducted in this review category includes survey and interview research involving normal educational practices, observational research and review of documents, pathological specimens, or records that are nonidentity specific (i.e., anonymous).

Instructions for Regular Review

Regular Review protocols are evaluated by the full Human Research Committee. Please attach to the cover sheet a summary of the project for review by the Committee. Please minimize technical language not readily understood by persons outside your discipline and include sufficient detail to enable the Committee to assess the potential hazards to subjects.

Examples of Projects Which Require Full Committee Review

1. Any research involving the use of vulnerable subjects. When vulnerable populations are being approached during recruitment for research, investigators should take special precautions to be sensitive to the subjects' privacy, anonymity, and confidentiality. A vulnerable subject is defined as follows:
Vulnerability refers to the risks that researchers request their subjects to undertake in relation to the ability of the subjects to make fully informed consent. Populations we routinely consider to be vulnerable include: children, prisoners, pregnant women, nonEnglish speaking people, the mentally handicapped, those subjects engaged in illegal activities, people who are under medical treatment for an illness that is relevant to the risk they are being asked to assume by the research, and subjects who may risk retribution by a person with authority over them as a consequence of participation or nonparticipation in the study. This list should not be considered exhaustive or inflexible, since new research situations constantly arise.

2. Any research involving more than minimal risk, either mental or physical to the subject. Examples of protocols of this type may include surveys or questionnaires that solicit information regarding instances of child or sexual abuse suffered by the subject, criminal activities, and/or studies regarding eating disorders. Examples of studies that involve more than minimal physical risk to the subject include stress testing, drug and alcohol use by the subjects, and studies where subjects are asked to do more than moderate physical exercise that could result in injury to the subject. A comprehensive statement of potential risk/benefit ratio to the subject should be attached for consideration.

APPENDIX E

Commands for Microsoft Word

Microsoft Word Commands:

1. *Margins:* Click on File, Page Setup. Set Left margin at 1.5 inches; Top, Right, and Bottom are automatically at 1.0 inch. For first page of paper, chapter, or references, use the Enter/Return key to move down to 1.7 inch. In this way, page 2 will be at 1.0 inch.
2. *Page number position:* Page Setup, Layout, change Footer from .5 inch to 1.0 inch.
3. *Page break:* Click on Insert, Break, Page Break (make sure the cursor is in front of the copy to be moved to the next page).
4. *Hanging indent:* Select the text, click on Format, Paragraph. Under Indentation, select Special, select Hanging.
5. *To remove the “th” in superscript after a number:* Select Tools, Auto/Correct/Auto Format as you type/Replace as you type/Ordinals 1st with superscript/Turn it off. The same steps can be used to turn off hyperlinks and remove the color and underline.